

Nevada’s District Performance Framework

Partial Draft – February 12, 2026

Introduction

Senate Bill 460 (SB460) charges the Nevada Department of Education (NDE) to develop a District Performance Framework (DPF) that produces annual ratings with respect to district-wide performance targets. The development of the new DPF also necessitates review and potential revisions to the current Nevada School Performance Framework (NSPF) to ensure the systems are aligned, coherent, and work together to promote improved outcomes for Nevada students

The NDE is working closely with the National Center for the Improvement of Educational Assessment (The Center) and a broad range of leaders across the state to prepare a framework for the DPF. In particular, key policy and design decisions rest with the Metrics Subcommittee on Accountability Redesign (SAR).

Statutory Summary

Senate Bill 460 requires the Nevada Department of Education to implement a statewide District Performance Framework (DPF) as part of Nevada’s broader accountability system. The law establishes district accountability as an annual process for evaluating how school districts and charter sponsors are performing overall, based in part on aggregated school-level results and progress toward clearly defined district-wide achievement and performance targets.

SB 460 further requires the establishment of district-wide targets for specific student groups, including economically disadvantaged students, students with disabilities, English learners, and major racial and ethnic groups, and requires public reporting on progress toward those targets. District ratings should be used to inform supports and interventions.

Users and Uses

DPF is intended to be used by a wide variety of users who require clear, credible, and accurate information on the performance of school districts and where improvement is required. The SAR identified primary users to include policymakers, such as school board members, legislators, and elected officials, who require information on school district performance to inform decision-making and governance. Education leaders and practitioners, such as district and school leaders, teachers, staff, and the NDE, require the DPF as a tool for improvement, planning, and practice. The DPF may also be used by students, families, and caregivers who require information on the quality and opportunities available in the educational arena, as well as community and public constituents, such as taxpayers, advocacy groups, and civic leaders. Other users include economic and workforce stakeholders, post-secondary institutions, and media groups that assist in the interpretation, communication, and utilization of school district performance information.

Across these audiences, the DPF is intended to serve multiple purposes. At the system level, it may inform leadership and policy decisions such as strategic planning, goal setting, and

evaluation of district leadership and staff. Operationally, it could support resource allocation and school improvement by helping districts and the state identify needs, target supports, and guide instructional and staffing decisions. For families, students, and communities, the DPF will provide accessible information that can shape engagement, school choice, and postsecondary pathways. Public reporting also plays an important role in shaping understanding, trust, and motivation. Finally, district performance information has broader economic and workforce implications, informing decisions by employers, workforce partners, and other sectors.

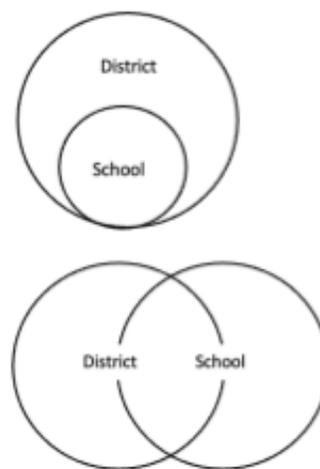
Design Principles

In the creation of the DPF, the SAR understood the importance of finding design principles that should inform the process, which can include setting priorities among competing options. In considering change versus comparability over time, the members were largely in favor of moderate change, recognizing the value of specifying what is changing and why, and not changing for the sake of change. Notwithstanding, the SAR agreed that the NSPF has a strong core that should be maintained to ensure stability and longitudinal validity. However, change may be necessary for indicators that are not federally mandated and for the strategic inclusion of new and innovative indicators, especially where the district structure can extend beyond current school-level accountability mandates.

The SAR also considered the balance between flexibility and within-year comparability. Members were generally supportive of within-year comparability in a consequential system, citing the fact that if flexibility is excessive, it can lead to greater burden, greater complexity, and greater risk of inconsistent implementation. However, flexibility can be useful in particular contexts, such as in high schools or small districts.

Members were also generally supportive of a comprehensive framework (includes a broad set of indicators), although it was noted that comprehensiveness does not necessarily translate into complexity, and priorities must continue to be those that will have the greatest value added. Although there was support for additional information, particularly at the high school level and in relation to workforce and postsecondary outcomes, the group emphasized the importance of keeping it manageable, building on strengths, and keeping an eye on reporting burden and existing data limitations.

The DPF and the NSPF are conceived as complementary and overlapping accountability systems. Although each has a unique purpose and unit of analysis, these frameworks will share a common core of indicators to ensure coherence, alignment, and consistency in state accountability efforts. The visuals at right represent two ways to approach this. The first portrays the NSPF as a full subset of the DPF. The second portrays the NSPF and DPF and has some shared and some unique elements. This relationship will be further developed in subsequent meetings.

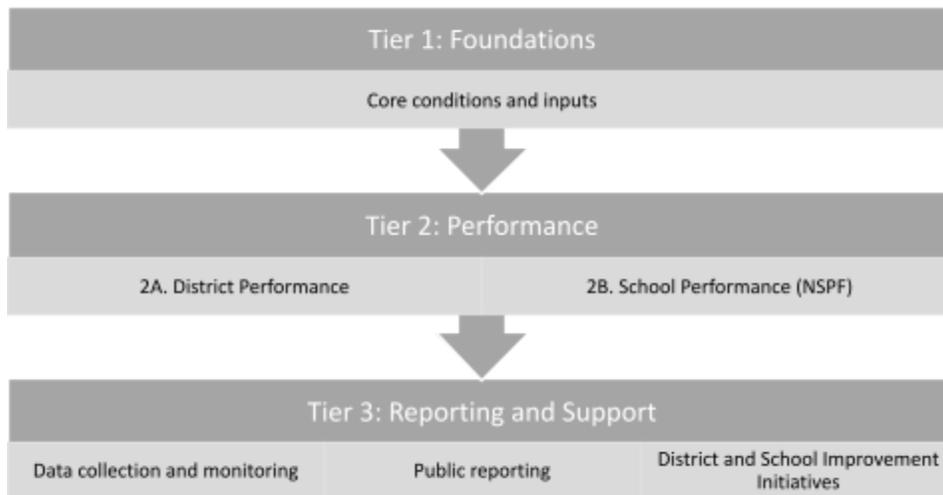


The District Performance Framework

Framework Overview

The DPF is designed to reflect the wide range of conditions, practices, and outcomes associated with high-performing school districts. Throughout this document we use the term “district” to refer to both districts and charter sponsors.

We envision a framework organized into three tiers: 1) foundations, 2) performance, and 3) reporting and support. The foundations tier reflects the core conditions necessary for a district to function effectively, including a limited set of essential inputs that are necessary, but not sufficient on their own, to produce desired outcomes. The performance tier focuses on outcomes. It includes indicators that measure key aspects of district and school effectiveness. This tier may include district-level measures as well as selected indicators that aggregated from the school-level, based on the current or modified NSPF. The reporting and support tier addresses how data are collected and monitored, how results are publicly reported, and how district and school level improvement initiatives are supported and implemented. The relationship among these tiers is illustrated in the figure below.



Initial Candidate Indicators

To consider some initial candidate indicators for the model, we draw on multiple sources. One source is the priorities identified by the Nevada Commission on Innovation and Excellence in Education (CIEE). In their presentation to the SAR on January 21, 2026 they identified three guiding goals or promises: 1) world class teachers and leaders 2) next generation career pathways and 3) measuring what matters. The initial indicators include specific, if incomplete, links to the first two goals, more work is required for the third, which we envision doing in partnership with CIEE as their work continues. For example, CIEE has identified a broad list of “skills that matter” for business and industry and more work is needed to identify how to prioritize and incorporate these skills into the framework.

Another source for initial indicators is information from the statewide survey. While analysis of survey data is in the early stages at the time of writing, some themes that have emerged that influence the framework design include:

- A preference for evaluating districts on factors unique to districts (not just a ‘roll-up’ of NSPF)
- Support for including a broad range of indicators in the district framework. Particularly high priorities include: academic achievement (including more than the core subject areas), academic growth, high school completion, college and career readiness, civic readiness, cross-cutting skills (e.g., communication, collaboration), and technology skills.
- Support for including district practices. Particularly high priorities include: talent management and capacity building, high quality instruction, and student well-being.

A third source of influence was feedback from discussions at previous SAR meetings. In previous meetings SAR members examined the following domains, which were proposed by the Center for Assessment based on their research and experience.

1. Effective Educators and Leaders
2. Instructional Support
3. Student Well-Being
4. Governance and Engagement
5. Systems and Improvement
6. Resources and Finances
7. Academic Performance
8. Post-Secondary Readiness
9. Inclusive Student Supports

When these domains were discussed in previous SAR meetings there was mixed feedback about which should inform ratings, versus which should be primarily focused on monitoring, reporting, and support. It’s noteworthy, however, that no domain was completely excluded by all discussion groups at the January meeting for inclusion in the framework, even at that level that informs ratings. One theme that emerged from these conversations was that many domains were not well suited to differentiating district performance at a fine-grained level. However, minimum thresholds or expectations, often more input-focused than outcome-focused, could be established. We drew on this idea, along with suggestions from the SAR, to develop a candidate list for Tier 1 indicators. Many additional ideas proposed by the SAR will require further development to inform Tier 2 and Tier 3 indicators, in particular. The ones included now might be thought of as a “starting core.” Some ideas to inform expansion of this category, if desired, are noted in the “Next Steps” section in this document.

Finally, in developing the “starting core” initial indicators for consideration in Tier 2, we looked to extant indicators that are part of [Acing Accountability](#) and the [NSPF](#). Because these indicators have already been collected and used, they may warrant consideration for inclusion in the model. At the same time, prior use alone does not justify continued adoption without review. Rather, these indicators provide a starting point for discussion about what is working well and what may need to be added, modified, or removed.

In sum, the following indicators are a starting point to make abstract ideas more concrete and help spark ongoing discussions with the SAR and other partners.

We leave the targets for performance unspecified at this time, as this will be determined in future meetings. In the following tables, we show indicators that are in Acing Accountability in **bold** and those that are a part of the current NSPF in **italics**. If the indicator is included in both, it is shown ***bold and italics***.

Table 1. Candidate Tier 1 Indicators

| Domain | Candidate Indicators |
|---------------------------------|---|
| Effective Educators and Leaders | <ul style="list-style-type: none"> • The district has a strategy for recruiting and retaining highly qualified educators and leaders. • The district has an induction and mentoring program for new educators and leaders. • The district maintains a documented professional learning plan aligned to instructional priorities. |
| Instructional Support | <ul style="list-style-type: none"> • Evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists. • The district provides assessment tools and guidance to monitor student progress. • The district provides access to interventions (e.g., tutoring, special education, language learner supports). |
| Student Well-Being | <ul style="list-style-type: none"> • The district administers school climate or well-being surveys on a regular cycle. • The district has policies and procedures to monitor attendance and address appropriate behavior. • The district ensures access to behavioral, mental, or other supports either directly or through partnerships. |
| Governance and Engagement | <ul style="list-style-type: none"> • The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. Charter authorizers collect the annual plan to improve the achievement of pupils from each of their sponsored schools. • Board members receive regular training on governance roles, responsibilities, and ethics. • The district provides opportunities for families, community members, and partners to engage in district decision making. |
| Systems and Improvement | <ul style="list-style-type: none"> • The district maintains data systems capable of supporting required reporting and internal decision making. • The district conducts regular cycles of school and district improvement planning. • The district has documented policies and procedures governing personnel and operations. |
| Resources and Finances | <ul style="list-style-type: none"> • The district has established budgeting, auditing, and financial oversight procedures. • The district has a documented process to identify and address resource or opportunity gaps. • The district maintains risk mitigation or sustainability plans to address fiscal uncertainty. • Districts provide the percentage of the budget that is allocated toward salaries and benefits of all employees. |

Whereas tier 1 indicators operate as more of a “checklist,” Tier 2 indicators are used to differentiate performance. For example, the indicators in Tier 2 may be used to produce a scale on which performance standards could be established. (Aggregation and standard setting will be addressed at future meetings.)

Tier 2 is envisioned as a combination of district specific indicators focused on outcomes (Tier 2A) combined with indicators in the current or revised NSPF (Tier 2B) which can be aggregated

to the district level. Table 2 provides candidate indicators for Tiers 2A and 2B drawing from indicators previously reviewed in SAR meetings, Acing Accountability, and the NSPF.

Table 2. Candidate Indicators for Tier 2A.

| Candidate District Indicators (2A) |
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| <ul style="list-style-type: none"> ● Decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least X% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area. ● The percentage of long-term substitute teachers and vacancies at Title I schools are within X% of such percentages in non-Title I schools. ● Success targets developed by each district show growth in response to school and community areas that will have an impact on student achievement. ● Access to advanced courses, access to advising and career counseling resources, availability of internships or work-based learning opportunities, access to co-curricular experiences and training ● Results from climate surveys from parents, teachers, and/or students ● Rating from profile of district finances (e.g, low risk level, adequate funds to support priorities) |
| Candidate School Indicators - Aggregated to Districts (2B) |
| <ul style="list-style-type: none"> ● Percent of K-3 students that meet or exceed their personalized learning growth goal in reading based on MAP or other qualifying assessments. ● Percent K-3 students that demonstrate progress on MAP or other qualifying assessments. ● <i>Academic Growth in mathematics and ELA in grades 4-8 as measured by MGP and % Meeting AGP*</i> ● <i>Proficiency in grades 3(4)-8 in mathematics, ELA , and science*</i> ● Proficiency in math, ELA, and science in high school ● <i>Progress toward English language proficiency</i> ● <i>Chronic absenteeism rates</i> ● <i>Percent of 8th grade students meeting high school readiness criteria</i> ● <i>Percent of 9th grade students earning sufficient credit</i> ● <i>Percent of MS students with academic learning plans</i> ● <i>Participation and Completion of qualifying advanced coursework (i.e., AP, IB, dual enrollment) or approved CTE program</i> ● <i>4 and 5 year adjusted cohort graduation rates</i> ● Percent of students earning college and career ready diploma <p><small>*With respect to proficiency, Acing Accountability doesn't include grade 3 math (starts at grade 4) or ELA (reading only) and science. With respect to growth Acing Accountability does not include ELA</small></p> |

We will further discuss candidate indicators for Tier 3 at future meetings. For now we offer some initial ideas to illustrate the type of indicators that may be included in Tier 3.

Table 3. Tier 3 Illustrative Examples

| Tier 3 Illustrative Examples |
|--|
| <ul style="list-style-type: none">● Information related to school safety and/or student discipline (e.g., suspensions, expulsions)● Participation and/or performance in academic domains beyond those covered by state tests● Measures of student engagement (e.g., survey results, participation in co-curricular activities)● Opportunities to develop durable skills, including those prioritized by business and industry (e.g., collaboration, resilience, leadership, communication, critical thinking)● Direct or indirect measures of durable skills● District programs related to literacy and use of technology tools including AI● Data related to student accomplishments post K-12 (e.g., college going rates, performance in core post-secondary courses, employment rates)● Information related to talent management and educator capacity building● Information related to district governance and community engagement● Information related to resources and financial stewardship● Supports for student well-being● Supports for special populations● District specific accomplishments (e.g., special programs, collaborations, and/or awards)● Promising practices or model resources to share● School improvement plans● Outcomes from program evaluations |

Next Steps

As noted in the previous sections there are many domains that indicators that need further review and discussion to determine if and how they should be included in the model. This includes:

- Add and/or modify proposed indicators in Tiers 1 and 2 and develop indicators for Tier 3. It's particularly important to consider the addition of prioritized indicators that more fully represent the domains of interest, including broad-based or durable skills.
- Discuss whether and how models that provide for the collection and aggregation of more granular credentials, skills, and/or accomplishments (i.e., "badging") could be incorporated into the framework.
- Consider how different or special accomplishments (e.g., dual language programs, Governor's STEM school) that may not apply to all districts could be included in the framework.
- Discuss whether and how information that goes beyond K-12 should be included in the framework.
- Determine what performance levels will be produced (beyond those required by law) and how indicators will be aggregated and performance targets will be set.
- Develop a plan for data collection, pilot, and evaluation.